



## Greendale Elementary

505 South Boundary Ave.  
New Ellenton, SC 29809

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	398 Students	
<b>Principal</b>	Rebecca M. Koelker	803-652-8170
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Harkins	803-663-1703

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

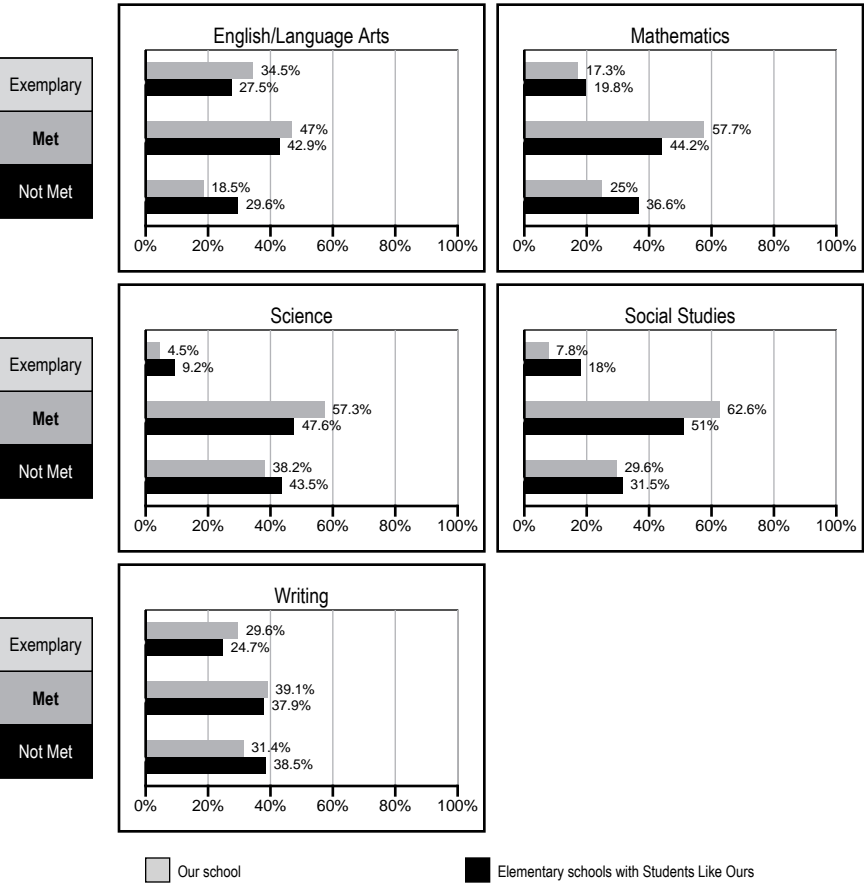
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 98.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	82	28	5

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=398)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	3.4%	Down from 4.1%	2.5%	1.9%
Attendance rate	96.0%	Up from 95.7%	96.0%	96.3%
Eligible for gifted and talented	6.6%	Down from 8.2%	6.2%	10.0%
With disabilities other than speech	3.7%	Up from 3.2%	9.0%	7.7%
Older than usual for grade	0.3%	Down from 0.8%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.2%	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	51.5%	Up from 48.6%	57.1%	59.4%
Continuing contract teachers	81.8%	Up from 73.0%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	92.4%	Up from 91.8%	84.7%	85.9%
Teacher attendance rate	95.4%	Up from 94.2%	95.1%	95.1%
Average teacher salary*	\$47,594	Up 2.2%	\$46,051	\$47,149
Professional development days/teacher	6.4 days	Down from 9.6 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	10.0	Up from 9.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Up from 17.0 to 1	18.0 to 1	18.8 to 1
Prime instructional time	90.5%	Up from 89.4%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.2%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,963	Up 10.5%	\$7,743	\$7,458
Percent of expenditures for instruction**	73.1%	Up from 71.4%	68.3%	68.8%
Percent of expenditures for teacher salaries**	58.1%	Down from 67.7%	62.4%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

We are proud of the progress Greendale students have made during the 2008-2009 school year. Greendale students continue to achieve at high levels on the MAP assessments conducted three times a year in Aiken County. Almost all grade levels scored at or above the district average in reading, language and math. Greendale will continue to emphasize academic excellence at all grade levels and will do so by providing strong parent/community/school communication, standards based instruction and assessment and state of the art technology in every classroom.

Communication with parents and community will be supported through letters, phone calls, email, newsletters, website, and surveys. Parent involvement and effective and regular communication between the school and home will always be a central focus for Greendale.

Classroom instruction and staff development will emphasize curriculum alignment with the South Carolina State Standards and technology skills and will also focus on early literacy and literacy in general across the curriculum. Greendale has state of the art technology in every classroom with a SMART Board, multiple computers (laptops and desktops), scanner, printer(s), and many other engaging advances in technology available to teachers and students. We are one of the few schools in Aiken County to be totally wireless. This year, Westinghouse Savannah River Company gave Greendale students 36 SENTEO handheld devices that interact with the computers and SMART Board in the classrooms. At Greendale, interactive technology is an instructional delivery method used in every classroom. It is a function of literacy in all curriculum areas.

At Greendale Elementary, one of our most important goals is to have every student reading and writing on grade level or above by the third grade. To reach this goal, we have a full Reading Recover program for at risk first grade students. This includes two full time Reading Recovery teachers, and our Special Education teacher is fully trained and uses Reading Recovery with many of her students receiving Special Education Services. We have set uninterrupted time every day at every grade level exclusively for language arts instruction. This year, 98% of our first grade students went to second grade reading at or above grade level.

Greendale is truly a special place. Guiding and Educating Successful Students is our vision and our daily commitment. We invite parents and community member to visit and find out how wonderful Greendale truly is.

Rebecca Koelker, Principal Paula Simmons, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	57	26
Percent satisfied with learning environment	97.0%	75.0%	84.0%
Percent satisfied with social and physical environment	97.0%	57.1%	69.2%
Percent satisfied with school-home relations	96.9%	82.5%	76.0%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	180	100	18.5	47	34.5	92.3	85.7	82.8	Yes	Yes
<b>Gender</b>										
Male	95	100	19.8	47.7	32.6	90.7	83.2	79.3	N/A	N/A
Female	85	100	17.1	46.3	36.6	93.9	88.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	66	100	18	39.3	42.6	93.4	90.8	89.5	Yes	Yes
African American	92	100	16.1	55.2	28.7	90.8	78.1	73.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	91.3	92.3	I/S	I/S
Hispanic	17	100	33.3	26.7	40	93.3	77.9	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	79.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	51.2	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	38.5	23.1	38.5	92.3	76.2	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	142	100	20.6	50.4	29	90.8	79.5	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	180	100	25	57.7	17.3	82.7	81.6	78.9	Yes	Yes
<b>Gender</b>										
Male	95	100	22.1	59.3	18.6	84.9	80.6	77	N/A	N/A
Female	85	100	28	56.1	15.9	80.5	82.6	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	66	100	24.6	50.8	24.6	85.2	87.6	87.2	Yes	Yes
African American	92	100	25.3	63.2	11.5	81.6	71.7	66.7	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	93.8	93	I/S	I/S
Hispanic	17	100	20	60	20	80	78.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	9	I/S	I/S	I/S	I/S	I/S	45.4	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	15	100	15.4	69.2	15.4	84.6	78.4	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	142	100	30.5	55.7	13.7	78.6	74.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	121	100	38.2	57.3	4.5	61.8	68.5	67.5
<b>Gender</b>								
Male	61	100	30.8	61.5	7.7	69.2	69.4	67
Female	60	100	44.8	53.4	1.7	55.2	67.6	68
<b>Racial/Ethnic Group</b>								
White	45	100	40	55	5	60	78.5	79.5
African American	60	100	39.3	55.4	5.4	60.7	52.3	50.3
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	92.5	84.3
Hispanic	13	100	N/AV	N/AV	N/AV	63.6	61.3	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	72.2	71.2
<b>Disability Status</b>								
Disabled	5	I/S	I/S	I/S	I/S	I/S	34.9	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	61.3	59.6
<b>Socio-Economic Status</b>								
Subsided meals	94	100	45.2	51.2	3.6	54.8	56.9	55.1

<b>Social Studies</b>								
All Students	123	100	29.6	62.6	7.8	70.4	69	72.3
<b>Gender</b>								
Male	67	100	27.4	59.7	12.9	72.6	69.3	71.5
Female	56	100	32.1	66	1.9	67.9	68.8	73.2
<b>Racial/Ethnic Group</b>								
White	42	100	20.5	69.2	10.3	79.5	76.5	80.7
African American	66	100	33.9	59.7	6.5	66.1	56.7	60
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	88.5	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	62.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	83.3	72.2
<b>Disability Status</b>								
Disabled	5	I/S	I/S	I/S	I/S	I/S	40.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	63.8	67.9
<b>Socio-Economic Status</b>								
Subsided meals	94	100	32.2	59.8	8	67.8	59	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	177	100	31.4	39.1	29.6	68.6	71.8	70.2	96	95.9
<b>Gender</b>										
Male	95	100	35.6	37.9	26.4	64.4	65.9	63.2	96	95.7
Female	82	100	26.8	40.2	32.9	73.2	78.1	77.5	95.9	96
<b>Racial/Ethnic Group</b>										
White	65	100	33.9	27.4	38.7	66.1	78.3	79.1	94.7	95.8
African American	91	100	31	46	23	69	61.4	57.6	96.8	95.9
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	84	86.2	96.7	97.7
Hispanic	16	100	20	40	40	80	65.9	62.6	95.9	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	60.9	68.7	91.7	96
<b>Disability Status</b>										
Disabled	8	I/S	I/S	I/S	I/S	I/S	23	26.1	95.1	94.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	95
<b>English Proficiency</b>										
Limited English Proficient	14	100	23.1	38.5	38.5	76.9	64.9	61.2	96	96.4
<b>Socio-Economic Status</b>										
Subsidized meals	139	100	32.6	36.4	31.1	67.4	61.4	58.9	95.7	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	55	100	22.2	35.2	42.6	77.8
	4	64	100	24.6	54.4	21.1	75.4
	5	61	100	8.8	50.9	40.4	91.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	55	100	35.2	44.4	20.4	64.8
	4	64	100	15.8	73.7	10.5	84.2
	5	61	100	24.6	54.4	21.1	75.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	26	100	42.3	53.8	3.8	57.7
	4	64	100	40.4	57.9	1.8	59.6
	5	31	100	29.6	59.3	11.1	70.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	29	100	32.1	57.1	10.7	67.9
	4	64	100	33.3	61.4	5.3	66.7
	5	30	100	20	70	10	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	54	100	29.6	35.2	35.2	70.4
	4	63	100	50	36.2	13.8	50
	5	60	100	14	45.6	40.4	86
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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